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ABSTRACT

An outline is presented of the instructional objectives for Spanish reading measured by the Austin Independent School District's Spanish Criterion Referenced Test (SpCRT). Available in six levels from kindergarten through fifth grade, the test is referenced to the Spanish materials available and the instructional activities for Spanish reading conducted in this bilingual program. The test yields a student profile identifying which objectives the student has already met and which objectives are to be pursued during the current school year. It also yields a classroom profile identifying which students may be grouped for instruction related to a specific objective. Two tables are included: (1) an outline of 31 major instructional objectives according to level, scope and sequence; and (2) for each level, a detailed listing of each objective under three major headings: phonetic analysis, structural analysis and comprehension. (Author/AMH)

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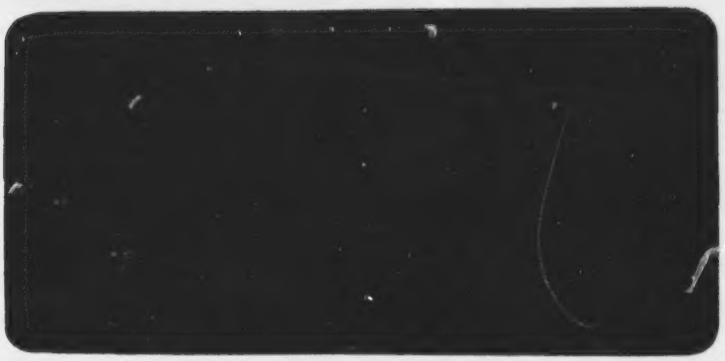

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OBJECTIVES BY LEVEL
SCOPE AND SEQUENCE
SPANISH CRITERION REFERENCED TEST

Austin Independent School District Bilingual Program

August, 1974

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OBJECTIVES BY LEVEL
SCOPE AND SEQUENCE

SPANISH CRITERION REFERENCED TEST

This document contains a delineation of the instructional objectives for Spanish reading measured by the Austin Independent School District's Spanish Criterion Referenced Test. The table included outlines 31 major instructional objectives and indicates which are tested at each level. Following this is a more detailed listing of each objective for all levels of the test.

Description of the Spanish Criterion Referenced Test

The Sp CRT is referenced to the Spanish materials available and the instructional activities for Spanish reading conducted in AISD's Bilingual Program. There is a test level corresponding to each instructional level from kindergarten through fifth grade. The test yields a student profile identifying which objectives the student has already met and which objectives are to be pursued during the current school year. Also, the test yields a classroom profile identifying which students may be grouped for instruction related to a specific objective.

There are three major categories of objectives:

I. Phonetic Analysis
II. Structural Analysis
III. Comprehension

Identification of the Objectives

A task force of 11 bilingual teachers, the staff of the 73-74 ESAA Bilingual/Bicultural Project, the staff of the Office of Evaluation, and a variety of consultants worked from Feburary, 1974 through May, 1974 reviewing available materials, studying other formalized objectives, and deciding which objectives were most appropriate for bilingual instruction in Austin. Items were written to test these objectives and were pilot tested in May, 1974. Those objectives for which the items piloted correlated the highest and those other objectives considered by the staff to be essential comprise these final lists.

BILINGUAL PROGRAM
OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

OBJECTIVES BY LEVEL
SCOPE & SEQUENCE FOR THE SPANISH CRITERION REFERENCED TEST

OBJECTIVES	TEST LEVEL				
	B	C	D	E	F
I. PHONETIC ANALYSIS					
1. Initial Sounds:					
Consonants	X				
Vowels	X				
Diphthongs	Not tested at these levels				
Blends		X	X		
2. Medial Sounds:					
Consonants	X	X			
Vowels	X	X			
Diphthongs		X	X		
Blends		X	X		
3. Like and Different Words	X				
4. Rhyming Words		X	X		
5. Letter Names	X				
6. Numerals	X				
7. Upper and Lower Case Letters	X				
8. Syllables:					
Counting			X		
Dividing				X	X
9. Orthographic Accents	Not tested at these levels				
10. Spelling	Not tested at these levels				

OBJECTIVES	TEST LEVEL				
	B	C	D	E	F
II. STRUCTURAL ANALYSIS					
11. Nouns - singular and plural	X				
12. Articles:					
Masculine-Feminine		X	X		
Singular-Plural		X	X		
13. Pronouns:					
Subjects			X		
Objects (Direct)					X
Objects (Indirect)	Not tested at these levels				
14. Subject - Verb Agreement					
Present		X	X	X	X
Past			X	X	X
Future					X
Infinitive					X
15. Affixes:					
Rootword			X		
Production				X	
Meaning					X
16. Compound Words		X	X		
17. Punctuation:					
Capitalization			X	X	X
Period			X	X	X
Question Mark			X	X	X
Exclamation Mark				X	X
Comma					X

OBJECTIVES	TEST LEVEL				
	B	C	D	E	F
18. Alphabetical Order			X	X	X
19. Noun-Adjective Agreement	Not tested at these levels				
20. Adjective Forms (positive, comparative, superlative)			X	X	
21. Subject of Sentence				X	X
III. COMPREHENSION					
A. Vocabulary					
22. Explicit Word Meaning:					
Word to match picture	X				
23. Synonyms:					
In context		X	X		
24. Antonyms		X	X		
25. Context:					
Word to complete sentence	X	X	X		
New word meaning in context				X	X
26. Descriptive and Function Words	X	X			
B. Reading Comprehension					
27. Main Idea:					
In story		X			
Selecting a title			X	X	X
28. Simple Information (Who, What, Where, When)	X	X	X	X	X
29. Inferences			X	X	X
30. Predicting Outcome			X	X	
31. Cause and Effect Questions (How, Why)					X

Suggested Grade Levels:
B = First C = Second D = Third E= Fourth F=Fifth
} = These X's are tested as one objective

NIVEL A - OBJECTIVES

I. VISUAL MEMORY

A-01 Shown large picture for 3 seconds, child selects same picture from group of 4

A-02 Shown large shape, letter or number for 3 seconds, child selects same from group of 4

A-03 Shown large word for 3 seconds, child selects same word from group of 4.

II. AUDIO VISUAL

A-04 Given 4 pictures, child selects the one that is different

A-05 Given 4 letters or numbers, child selects one that is different

A-06 Given 4 words, child selects one that is different

A-07 Given orally a sound, child selects picture of word beginning with that sound

A-08 Given oral number, child marks that numeral

A-09 Given oral letter, child marks that letter

A-10 Given oral word, child marks that word

III. COMPREHENSION

A-11 Given orally the function of a noun, a descriptive verb, or adjective, child marks picture fitting that description

A-12 Given orally a locational preposition, child marks appropriate picture

A-13 Given oral story, child marks picture answering oral question about that story

NIVEL B – OBJECTIVES

		Major Objective
I.	PHONETIC ANALYSIS	
B-01	Matches orally given sound to picture of word beginning with that sound (vowel & consonants only)	1
B-02	Matches orally given letter name to correct written letter	5
B-03	Matches orally given number to correct written numeral	6
* B-04	Given oral directions as to object's function, selects picture of object used for that function	26
B-05	Matches upper case letters to their lower case equivalents in initial position in words	7
B-06	Given a series of 4 words, selects one which is different	3
B-07	Selects correct medial vowel or consonant to complete given word (and match picture)	2
II.	STRUCTURAL ANALYSIS	
B-08	Selects correct singular or plural form of noun to match given picture.	11
III.	COMPREHENSION	
B-09	Selects correct word to match given picture	22
B-10	Selects most appropriate word to complete given sentence (using context)	25
B-11	Selects correct word to answer simple information question concerning orally given story	28

* This is a comprehension skill

NIVEL C - OBJECTIVES

		Major Objective
I.	PHONETIC ANALYSIS	
C-01	Selects written word to rhyme with given oral word	4
* C-02	Selects written word to match orally given function	26
C-03	Selects written word with same initial consonant blend as given picture	1
C-04	Selects correct medial vowel or consonant to complete word and match picture	2
C-05	Selects correct medial dipthong to complete given word and match picture.	3
C-06	Selects correct medial blend to complete given word and match picture.	2
II.	STRUCTURAL ANALYSIS	
C-07	Selects correct article to match given word (sing.-plural, masc-fem.)	12
C-08	Selects correct verb to match subject and complete sentence (common verbs - tenar, querer, etc. - present tense only - 3rd person sing.-plural only.)	14
C-09	Matches pairs of words to form compound words to match picture	16
III.	COMPREHENSION	
C-10	Selects correct synonym for given word in sentence	23
C-11	Selects most appropriate word to complete given sentence (using context)	25
C-12	Selects correct antonym for given word (in isolation)	24
C-13	Identifies main idea of simple reading selection	27
C-14	Answers simple information questions based on short reading selections (who, what, where)	28

*This is a comprehension skill

NIVEL D - OBJECTIVES

		Major Objective
I.	PHONETIC ANALYSIS	
D-01	Selects written consonant blend representing initial sound of given picture	1
D-02	Selects correct medial (consonant blend or dipthong) to complete given word (and match picture)	2
D-03	Selects written word that rhymes with given picture	4
D-04	Counts number of syllables in given word	8
II.	STRUCTURAL ANALYSIS	
D-05	Selects correct pronoun to replace noun subject in given sentence.	13
D-06	Selects correct verb form to complete given sentence (present-past)	14
D-07	Matches words to form compound word illustrated by given picture	16
D-08	Selects either capitalized or non-capitalized form of word to complete given sentence.	17
D-09	Selects correct form of article to modify noun in given sentence (sing. or plural; masc. or fem.)	17
D-10	Selects correct punctuation marks to complete given sentence (period and question marks)	17
D-11	Arranges words in alphabetical order by first letter	18
D-12	Selects correct form of adjective (positive, comparative, or superlative) to complete given sentence.	20
III.	COMPREHENSION	
D-13	Selects most appropriate synonym for word used in sentence (in context)	23
D-14	Selects most appropriate word to complete given sentence	25
D-15	Selects most appropriate antonym for given word (in isolation)	24
* D-16	Identifies correct rootword for written words	15

		Major Objective
D-17	Draws simple inferences from given reading selection	29
D-18	Answers explicit information questions based on given reading selection (who, what, where)	28
D-19	Identifies main idea of short reading selection by selecting most appropriate title	27
D-20	Predicts logical outcome of given reading selection	30

* This is a structural analysis objective

NIVEL E - OBJECTIVES

		Major Objective
I.	PHONETIC ANALYSIS	
E-01	Given a word and several choices, student selects correct syllabic division of word	8
II.	STRUCTURAL ANALYSIS	
E-02	Student selects correct verb tense to complete time cued sentence (Past, Present)	14
E-03	Student selects correct affixed word to complete sentence	15
E-04	Student selects correctly punctuated sentence (questions, capitalization, periods, exclamations, from 2 choices)	17
E-05	Student selects correct adjective form (positive, comparative or superlative) to complete given sentence	20
E-06	Student identifies subject of given sentence	21
E-07	Student arranges words in alphabetical order using first two letters of each word	18
III.	COMPREHENSION	
E-08	Student selects most appropriate word to complete given sentence	25
E-09	Student identifies main idea of given reading selection by selecting most appropriate title	27
E-10	Student answers information questions on content of given reading selection (who, what, where)	28
E-11	Student draws inferences from events in given reading selection	29
E-12	Student predicts logical outcome of events in given reading selection	30

NIVEL F - OBJECTIVES

		Major Objective
I.	PHONETIC ANALYSIS	
	F-01 Selects from several choices the proper syllabic division of given word	8
II.	STRUCTURAL ANALYSIS	
	F-02 Substitutes proper pronoun for direct object	13
	F-03 Selects proper form of verb to complete sentence (present, past, future, infinitive)	14
	F-04 Selects proper affixed form of word to complete sentence (suffixes, prefixes)	15
	F-05 Arranges words in alphabetical order using up to two letters	18
	F-06 Identifies subject of given sentence	21
	F-07 Selects word and proper punctuation to complete sentence (capitalization, question mark, period, comma, exclamation mark)	17
III.	COMPREHENSION	
	F-08 Uses given contextual cues to predict meaning of new word (selects synonym)	25
	F-09 Selects most appropriate title for given reading selection (not given in story)	27
	F-10 Answers information questions based on given reading selection (who, what, where, when)	28
	F-11 Draws inferences from given reading selection	29
	F-12 Answers cause and effect questions based on given reading selection (how and why)	31